# Coates Primary School

## Writing Progression Grid 2026-2027

### EYFS & Reception

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| EYFS (Ages 3 & 4) | Use some of their print and letter knowledge in their early writing. | To know that there are different letters and that they look/ are formed differently. | To know how to hold a pencil/ mark making device.<br><br>To be able to copy, write or form different letters. | To understand that when marks/ letters are made, they convey meaning.<br><br>To understand that you can write for different purposes eg. to make a list, write a name etc. |
| | Write some or all of their name. | To know what their name is.<br><br>To know some or all of the letters in their name. | To be able to hear some of the letters/ sounds in their name.<br><br>To be able to find, copy or write some, or all of the letters in their name. | That they have a name and it looks/ is written differently to their peers.<br><br>Letters can be combined to create words which have meaning. |
| | Write some letters accurately. | To know the language of direction (up, down, round, back), to help them learn how to form their letters.<br><br>To know that there are different letters and that they look/ are formed differently. | To be able to form some letters in a variety of different ways using different devices eg. paintbrush, pencil, using a finger in the sand etc. | To understand that each letter is formed in a specific way.<br><br>The basic formation of letters remains the same whether you are writing with a pencil, paint, building letters etc. |

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| Reception | To form lower-case and capital letters correctly. | To know that letters can be represented in two ways- as a capital letter and a lower case letter.<br><br>To know the difference between a capital letter and a lower case letter.<br><br>To know that some letters are formed the same when written as a capital letter eg. 'c', 's', 'o' etc. | To know memorable phrases linked with each letter of the alphabet to support their letter formation.<br><br>To be able to form capital letters and lower case letters in a variety of ways eg. writing, painting, building etc. | To know all of our letters make up the alphabet.<br><br>To understand that each letter of the alphabet is formed in a specific way and that this usually changes when writing capital letters and lower case letters. |
| | To spell words by identifying the sounds and then writing the sound with letter/s. | To know the letters of the alphabet and how to write them.<br><br>To know that sounds can be written in different ways.<br><br>To have sufficient knowledge of different letter- sound correspondences.<br><br>To know how to segment and blend words.<br><br>To know that some words need to be learnt. | Children need to be able to hear and say the different sounds they hear in words.<br><br>Children can segment the sounds in simple words and blend them together.<br><br>To be able to touch each finger as they say each sound.<br><br>They can recognise exception words (such as 'the').<br>Children can spot/learn the parts of the word which make them tricky.<br>Children can write some of the trickier words. | To understand the difference between a sound and a word.<br><br>To understand that the letters they see or write make specific sounds.<br><br>To know that exception words can't be sounded out and need to just be learnt. |
| | To write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. | To know what a sentence is and what it needs to have in it.<br><br>To know what a capital letter is and that it is used at the start of a sentence. | To be able to say or memorise a sentence aloud before writing it.<br><br>To be able to from capital letters and full stops. | To know that a sentence is a group of words about the same thing. |

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| | | To know what a full stop is and that it is used at the end of a sentence.<br><br>*See section above about phonic knowledge/ spelling of words and capital letters.* | To begin to put a full stop at the end of their sentence and a capital letter at the beginning.<br><br>*See section above about phonic knowledge/ spelling of words and capital letters.* | *See section above about phonic knowledge/ spelling of words and capital letters.* |
| | To re-read what they have written to check it makes sense. | To know how to sound out and blend words for reading.<br><br>To know that their writing needs to make sense. | To be able to use Fred Talk or Fred in their head to sound out and blend words for reading.<br><br>To be able to make simple edits if needed. | To know that work can be checked and edited once completed. |

## Year 1

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 1** | To have good phonic knowledge and be able to spell words accurately | Words containing each of the 40+ phonemes taught<br><br>Common exception words.<br><br>The days of the week.<br><br>Name the letters of the alphabet in order. | Children know how to sound out and blend words for writing using different phonemes.<br><br>Children can spell the majority of common exception words and use them within their independent writing.<br><br>Children can order the days of the week and recognise the similar spelling patterns 'day'.<br><br>Children can read/ write/ sing the alphabet and recognise upper and lower case letters. | Children need to know there are several different ways to form many of the phonemes.<br>Children need to understand that some words cannot be sounded out and just need to be learnt.<br>That there are 7 days in a week/ 2 days in the weekend.<br><br>Each letter of the alphabet can be represented in two ways (upper and lowercase). |

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| | | Using letter names to distinguish between alternative spellings of the same sound. | | Children understand that the names of the letters are different to the sounds they make. |
| | To understand different spelling rules. | Children can make plurals using 's' and 'es'. | To understand that 's' is added to the end of most words and **'es' is added to words ending: sh, ch, ss, x, z, s.** | Children understand that singular means 1 and plural means more than 1. To understand that not all words follow the rule eg. foot -> feet. |
| | | Children understand the prefix 'un' and that it can be added to the start of words. | Children can add 'un' to the start of words. | If 'un' is added to the start of a word it means 'not' or the opposite of something. Understand that 'un' can't be added to all words. |
| | | Add suffixes to spell longer words. | Children can use –ing, –ed, **–er and –est** where no change is needed in the spelling of root words. | Children understand suffixes go at the end of words. They can be added to show when something has happened or to make comparisons. |
| | To be able to transcribe information clearly. | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | To be able to independently punctuate sentences correctly spelling words accurately from Year 1 expectations: A . ! ? | To understand which punctuation marks are needed within a sentence and how to form them.<br><br>Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year groups previous to theirs. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children need to know how to sit correctly at a table, holding a pencil comfortably and correctly. | Children hold their pencil in the tripod grip, the other hand holds their paper still. | Children understand that their posture/ the way |

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| | | Form capital letters and begin to form lower-case letters in the correct direction.<br><br>Form digits 0-9 | Children know where to start and end each number, letter- lowercase and uppercase.<br>Children can form their numbers and letters using the correct orientation. | they are sitting will impact their handwriting.<br>Children understand which letters belong to which handwriting 'families' to support their formation.<br>Children understand there is an upper and lower case alphabet.<br>Children know the numbers 0-9 create our whole number system. |
| | To be able to plan writing effectively. | Children know how to plan their writing effectively. | Children can say out loud what they are going to write about.<br><br>Children can compose their sentence orally before writing it. | Children understand that by saying their sentences out loud, they can practice/ rehearse their ideas which will help them write their sentences. |
| | To be able to draft writing effectively. | Children know how to sequence sentences to form short narratives.<br><br>To know that their writing needs to make sense. | Children are able to order their ideas.<br><br>Children can re-read what they have written to check that it makes sense. | Children understand the idea of a beginning, middle and end.<br>Children understand that a draft can be worked on. |
| | To be able to edit writing effectively. | Children know how to edit their work with support from an adult. | Children can discuss what they have written with the teacher or other pupils.<br><br>Children can amend/ edit their work following the discussions they have had. | Children have a growth mind-set and understand that work can be edited to make it even better. |
| | To be able to perform/ read aloud their writing to others. | Children know how to read their work aloud so it can be heard by their peers and the teacher. | Children can speak clearly and in a loud voice. | Children understand that when performing or reading aloud they need to alter the way/ volume |

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| | | | | in which they speak in order to be heard. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Children know the meaning of the different words that are covered. | - Children are able to pick an appropriate word for the sentence they are writing. | - Children know how to select the vocabulary they use in order to create different effects. |
| | To understand how to structure sentences. | Children know how to combine words to make sentences, including using 'and'.<br><br>Children know that words need to be separated with spaces. | Children can combine more than one idea using 'and'.<br><br>Children can add a finger space between words that means the words are not too far apart or too close together. | To understand that a sentence is made up of one or more words and starts with a capital letter and ends with either . ! ?<br><br>They understand when to end a sentence or when to add to it using 'and'. |
| | To understand how to structure texts. | To know how to sequence sentences to form short narratives. | Children can put their ideas in order.<br><br>Children can check their writing makes sense (by reading it aloud or having it read to them). | To understand that a text needs to be in order from the beginning to the end.<br><br>They understand that if their writing does not make sense to them then it will not be understood by the reader. |
| | To be able to punctuate writing. | Children know what a capital letter, full stop, question mark and an exclamation mark are.<br><br>Children know that capital letters are used for the names of people, places, the days of the week, and the personal pronoun 'I' | **Children can use:**<br>**Capital letters,** full stops, question marks and exclamation marks in their writing.<br><br>Children can use capital letters at the start of a sentence, for the names of people and places and for the personal pronoun 'I'. | Children know when each type of punctuation mark is needed for the purpose of the sentence or for effect. Eg. Exclamation mark if something shocking/ exciting happens etc.<br><br>Children know how to write all of the letters of the alphabet as capital letters. |

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| | | | | Children understand where the start of a sentence is.<br>Children understand the difference between names of places like 'school' and 'Coates Primary School'. |
| | To understand a range of grammatical terminology. | To know and understand different terminology used to refer to grammar and words throughout Year 1. | Children can use the following terminology within their writing:<br>- *letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark* | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |

## Year 2

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 2** | To have good phonic knowledge and be able to spell words accurately | Children know how to segment spoken words into phonemes and represent them by graphemes, spelling many correctly. | Children can spell phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.<br><br>Children can spell the majority of common exception words and use them within their independent writing.<br><br>They can distinguish between homophones and near-homophones. | Children need to know there are several different ways to form many of the phonemes.<br><br>They need to understand that some words cannot be sounded out and just need to be learnt.<br><br>Children need to understand that there are some words that sound the same but have different spellings and letter formations. |

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| | To understand different spelling rules. | **Children can make plurals using 'es'.**<br><br>To understand what the possessive apostrophe is and when it is used.<br><br>To spell more words with contracted forms<br><br>Add suffixes to spell longer words | **To understand that 'es' is added to words ending: sh, ch, ss, x, z, s.**<br><br>Children can use the possessive apostrophe (singular) within their independent writing.<br><br>Children can spell words like 'don't, couldn't etc.<br><br>Children can use suffixes including –ment, –ness, –ful, –less, –ly, **-er**, **-est** | **To understand that not all words follow the rule eg. foot -> feet.**<br><br>Children understand that a possessive apostrophe indicates something belongs to something else.<br><br>Children understand that contracted forms are built up from 2 words that have been joined together. They understand that the apostrophe represents a missing sound.<br><br>Children understand that suffixes go at the end of words. |
| | To be able to transcribe information clearly. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | To be able to independently punctuate sentences correctly spelling words accurately from KS1 expectations: A . ! ? , | To understand which punctuation marks are needed within a sentence and how to form them.<br><br>Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year groups previous to theirs. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children know how to form their letters correctly in the cursive style. | Children can form lower-case letters of the correct size relative to one another | Children understand the positioning of letters in relationship to one another and where they sit on the line. |

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| | | Some children are beginning to think about how to join their handwriting. | Children can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.<br><br>Children can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.<br>Children can use spacing between words that reflects the size of the letters. | Children need to understand where to start and end each letter. |
| | To be able to plan writing effectively. | Children know how to plan their writing effectively. | Children can discuss and record their ideas.<br><br>Children can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Children understand that scaffolds can be used to support their ideas. |
| | To be able to draft writing effectively. | Children know how to combine their ideas to write for different purposes. | Children are able to jot down key words and ideas, including any new vocabulary.<br><br>Children are able to write a sentence at a time, linking their ideas together.<br>Children are able to re-read what they have written to check that it makes sense. | To understand what a draft is and that it can be edited and worked on. |
| | To be able to edit writing effectively. | Children know how to edit their work under the guidance of an adult. | Children can evaluate their writing with the teacher and other pupils. | Children have a growth mindset and understand that work can be edited to make it even better. |

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| | | | They can reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.<br><br>Children can proofread to check for errors in spelling, grammar and punctuation | Children need to be able to read their own writing in order for them to proofread it and edit it effectively. |
| | To be able to perform/ read aloud their writing to others. | Read aloud what they have written with appropriate intonation to make the meaning clear. | Children can read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Children to understand that the way they speak/ read aloud their work, changes depending on who they are talking to eg. friend or a doctor. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Children know how to select the vocabulary they use in order to create different effects. | Children can use expanded noun phrases to describe and specify eg. the blue butterfly, plain flour. | Children need to understand what an expanded noun phrase is. |
| | To understand how to structure sentences. | Children know a range of different sentence types.<br><br>Children know the difference between subordination and co-ordination.<br><br>They know some features of written Standard English.<br><br>They know how to demarcate their sentences. | Children understand sentences with different forms: statement, question, exclamation, command.<br><br>Children understand what subordination (using when, if, that, or because) and co-ordination are (using or, and, or but).<br><br>Children can use the range of punctuation taught in KS1 accurately within their sentences. | Children need to understand that there is a difference between how they speak and written standard English. |
| | To understand how to structure texts. | To be able to write in the present and past tense. | Children understand how to form the present and past tense (including the progressive form) and which endings are used to signify the tense. | Children understand that not all words follow the same, common rule.<br><br>Children understand what conjunctions and time |

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| | | Children know how to sequence sentences to form short narratives. | Children know how to use the continuous form of verbs in the present and past tense to mark actions in progress (eg. she is drumming, he was shouting).<br><br>Children can use conjunctions and time connectives to sequence their ideas and help their writing to flow. | connectives/ conjunctions are.<br><br>They understand that the present tense is happening now and the past tense has already happened. |
| | To be able to punctuate writing. | Children know how to use a range of punctuation marks effectively.<br><br>Children know where to add commas in a list.<br><br>Apostrophes for omission (contracted forms) & singular possession | Children can use: full stops, capital letters, exclamation marks, question marks, commas and apostrophe effectively. | Children understand that sentences start with a capital letter and end with either ., ? !<br><br>Children understand the difference between names of places like 'school' and 'Coates Primary School'.<br><br>Children understand that commas in a list and that prior to the final idea it uses 'and' instead. |
| | To understand a range of grammatical terminology. | To know different terminology used to refer to grammar and words throughout KS1 . | Children understand the meaning of:<br>*noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present) , apostrophe, comma* | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |

Year 3

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 3** | To have good phonic knowledge and be able to spell words accurately | To understand different homophones.<br><br>Spell words that are often misspelt. | To choose the correct spelling for different homophones.<br><br>To spell trickier words within independent writing. | To understand that there are words that sound the same but have different meanings. To understand that they are usually spelt differently too.<br><br>Children to understand that words can have unusual spelling patterns and that these just need to be learnt. |
| | To understand different spelling rules. | To know a range of prefixes and suffixes.<br><br>To know when and where to use the possessive apostrophe.<br><br>Children know what a word family is.<br><br>Children know how to use a dictionary to support their learning. | Children can use further prefixes and suffixes and understand how to add them eg. super, anti, auto.<br><br>Children can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.<br><br>Children can use word families based on common words/ spelling patterns to support their spelling (eg. solve, solution, dissolve, insoluble).<br><br>Use the first 2 or 3 letters of a word to check its spelling in a dictionary. | To understand what a prefix and suffix is and when different variations are used.<br><br>To understand what an apostrophe is and when to place it before/ after an 's'.<br><br>To understand that words are linked and that if they understand the meaning of parts of words, they are more likely to remember them and use them within their independent writing. |
| | To be able to transcribe information clearly. | Write from memory simple sentences, dictated by the | To be able to independently punctuate sentences correctly spelling words accurately. | To understand which punctuation marks are |

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| | | teacher, that include words and punctuation taught so far. | | needed within a sentence and how to form them.<br><br>Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year groups previous to theirs. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children know how to form their letters correctly in the cursive style.<br><br>Children are beginning to know how to join their handwriting. | Children can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.<br><br>Children's writing is legible, consistent and presented neatly. | To understand that capital letters are not joined. To understand the positioning of ascenders and descenders. |
| | To be able to plan writing effectively. | Children know how to plan their writing effectively. | Children can discuss and record their ideas.<br><br>Children can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Children understand that a plan is written in note form and that scaffolds can be used to support their ideas. |
| | To be able to draft writing effectively. | Children can organise their ideas and have a clear beginning, middle and end.<br>Children know how to select appropriate grammar and vocabulary for different contexts. | Children can organise paragraphs their ideas around a theme.<br><br>Children can create settings, characters and plots within narratives.<br>In non-narrative writing, they can use simple organisational devices such as headings. | Children need to know that paragraphs are used to structure ideas group ideas into particular ideas together. They need to know roughly how long paragraphs should be. |

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| | To be able to edit writing effectively. | To be able to assess the effectiveness of their own and others' writing.<br><br>To know how to propose changes to vocabulary, grammar and punctuation to improve consistency. | Children can provide constructive feedback to their peers.<br><br>Children are able to proofread their work for spelling and punctuation errors. | Children need to understand the range of grammar, punctuation and spelling rules taught throughout KS1 and KS2 so far so they are able to notice and edit them within their work. |
| | To be able to perform/ read aloud their writing to others. | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Children can read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Children to understand that the way they speak/ read aloud their work, depends on their audience and the context in which they are doing it. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Children know how to extend the range of sentences with more than one clause by using a wider range of conjunctions and interesting describing words. | Children can use conjunctions including when, if, because, although.<br><br>Children can Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. They can use adverbs, and prepositions to express time and cause. | Children need to understand what a noun, conjunction and pronoun is. |
| | To understand how to structure sentences. | To know the difference between the present tenses and the past tense.<br><br>Children know how to use a range of prefixes.<br><br>Children know how to use a range of conjunctions, adverbs and prepositions.<br><br>Children know when to use 'a' or 'an'. | Children can use the present perfect form of verbs in contrast to the past tense.<br><br>Children can form nouns using prefixes such as super- or anti-.<br><br>Children can express time and cause using conjunctions (eg. when, before, while), adverbs (eg. then, next, so), or prepositions (eg. after, during, because of)<br><br>They can use 'a' or 'an' accurately. | Children need to understand the following terminology: present perfect, past tense. nouns, prefixes, conjunctions, adverbs and prepositions.<br><br>To understand that if a word begins with a vowel |

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| | | | | 'an' is used or a consonant then 'a' is used. |
| | To understand how to structure texts. | To know how different SPAG rules impact their writing and how it is structured. | Children begin to use paragraphs as a way of grouping related material.<br><br>Children use headings and sub-headings to aid presentation.<br><br>Children can use the perfect form of verbs to mark relationships of time and cause eg. I have written it down so we can check what he said. | Children need to understand the following terminology:<br>Paragraphs, headings, subheadings, perfect form |
| | To be able to punctuate writing. | To understand all punctuation marks taught in KS1 and KS2 so far. | Children can use and punctuate direct speech.<br><br>They can use punctuation marks taught in KS1 and KS2 effectively. | Children understand that inverted commas are used to show that someone is speaking.<br><br>**Children understand the difference between names of places like 'school' and 'Coates Primary School' (use of capital letters).** |
| | To understand a range of grammatical terminology. | To know different terminology used to refer to grammar and words throughout KS1 and KS2 so far. | Children understand the meaning of: *adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')* | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |

Year 4

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 4** | To have good phonic knowledge and be able to spell words accurately | To understand different homophones.<br><br>Spell words that are often misspelt. | To choose the correct spelling for different homophones.<br><br>To spell trickier words within independent writing. | To understand that there are words that sound the same but have different meanings. To understand that they are usually spelt differently too.<br><br>Children to understand that words can have unusual spelling patterns and that these just need to be learnt. |
| | To understand different spelling rules. | To know a range of prefixes and suffixes.<br><br>To know when and where to use the possessive apostrophe.<br><br>To know the grammatical difference between plural and possessive 's'.<br><br>To know how to spell the majority of Year3/4 words. | Use further prefixes and suffixes within their independent writing across the curriculum.<br><br>**To be able to use the possessive apostrophe in regular words** within their independent writing across the curriculum.<br><br>**To use the possessive apostrophe in irregular words.**<br><br>To be able to spell the majority of the Year ¾ words correctly within their independent writing. | To understand what a prefix and suffix is and when different variations are used.<br><br>**To understand what an apostrophe is and when to place it before/ after an 's'.**<br><br>To understand what regular and irregular means.<br><br>To understand that some words need to just be learnt. |
| | To be able to transcribe information clearly. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | To be able to independently punctuate sentences correctly spelling words accurately. | To understand which punctuation marks are needed within a sentence and how to form them. |

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| | | | | Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year groups previous to theirs. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children know how to form their letters correctly in the cursive style.<br><br>Children know how to join their handwriting. | Children can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.<br><br>Children's writing is legible, consistent and presented neatly. | To understand that capital letters are not joined. To understand the positioning of ascenders and descenders. Children are given purposes to write (eg. to be given to someone/ displayed etc). |
| | To be able to plan writing effectively. | Children know how to plan their writing effectively. | Children can discuss and record their ideas.<br><br>Children can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Children understand that a plan is written in note form and that scaffolds can be used to support their ideas. |
| | To be able to draft writing effectively. | Children can organise their ideas and have a clear beginning, middle and end.<br><br>Children know how to select appropriate grammar and vocabulary for different contexts. | Children can organise paragraphs their ideas around a theme.<br><br>Children can create settings, characters and plots within narratives.<br><br>In non-narrative writing, they can use simple organisational devices such as headings. | Children need to know that paragraphs are used to structure ideas group ideas into particular ideas together. They need to know roughly how long paragraphs should be. |

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| | To be able to edit writing effectively. | To be able to assess the effectiveness of their own and others' writing.<br><br>To know how to propose changes to vocabulary, grammar and punctuation to improve consistency. | Children can provide constructive feedback to their peers.<br><br>Children are able to proofread their work for spelling and punctuation errors. | Children need to understand the range of grammar, punctuation and spelling rules taught throughout KS1 and KS2 so far so they are able to notice and edit them within their work. |
| | To be able to perform/ read aloud their writing to others. | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Children can read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Children to understand that the way they speak/ read aloud their work, depends on their audience and the context in which they are doing it. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Children know how to extend the range of sentences with more than one clause by using a wider range of conjunctions and interesting describing words. | Children can use; w*hen, if, because, although.*<br><br>Children can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | Children need to understand what a clause conjunction, noun and pronoun is. |
| | To understand how to structure sentences. | To know what fronted adverbials and extended noun phrases are (including with prepositions).<br><br>To understand the difference between plural and possessive 's'.<br><br>Children know a range of ways to create cohesion within their writing. | Children can use fronted adverbials within their independent writing.<br><br>They can identify whether an apostrophe is needed in a word and if so, where it needs to be positioned.<br><br>Children can use Standard English forms for verb inflections (eg. I did vs I done, We were v we was).<br><br>Children can choose appropriate pronouns or nouns to create | Children need to understand the following terminology: fronted adverbials, extended noun phrases, plural and possessive 's' |

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| | | | cohesion and avoid ambiguity and repetition.<br><br>They can use 'a' or 'an' accurately. | To understand that if a word begins with a vowel 'an' is used or a consonant then 'a' is used. |
| | To understand how to structure texts. | To know how different SPAG rules impact their writing and how it is structured. | Children can organise their ideas around a theme using paragraphs throughout all areas of the curriculum.<br><br>Children can make appropriate choices of pronouns or nouns across sentences. | Children need to understand the following terminology: Paragraphs, pronouns and nouns. |
| | To be able to punctuate writing. | To understand all punctuation marks taught within KS1 and KS2 so far. | Children can use commas after fronted adverbials eg. Later that day, I went to the shops.<br><br>Children can indicate possession by using the possessive apostrophe with singular and plural nouns.<br><br>Children can use and punctuate direct speech (including punctuation within and surrounding inverted commas) | Children need to understand a comma is placed to add a pause/ break in the sentence.<br><br>Children understand a possessive apostrophe can go before/ after an 's' depending on the spelling pattern of the word or whether it is a plural or singular noun.<br><br>Children understand that inverted commas are used to show that someone is speaking. |
| | To know a range of grammatical terminology. | To know different terminology used to refer to grammar and words throughout KS1 and KS2 so far. | Children understand the following vocabulary and are able to use them within their independent work: *determiner, pronoun, possessive pronoun, adverbial* | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |

Year 5

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 5** | To have good phonic knowledge and be able to spell words accurately. | Spell some words with 'silent' letters | To learn how to spell words with silent letters and *know* how to spell them. | To understand what silent letters are and that they can't be heard when sounding out words to write. |
| | | Continue to distinguish between homophones and other words which are often confused. | To choose the correct spelling for different homophones. | To understand that there are words that sound the same but have different meanings. To understand that they are usually spelt differently too. |
| | | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. | To spell specific word parts using knowledge of morphology and etymology eg. sign: signal, design, signature. | To understand that parts of words have different meanings and that these are connected across a range of words. |
| | To understand different spelling rules. | To know how to convert nouns or adjectives into verbs using suffixes. | To use the suffixes eg. –ate, -ise, -ify. in their independent writing. | To understand what a prefix and suffix is and when different variations are used. To also understand that there are some exceptions that don't follow the rules. |
| | | To know how to use a range of prefixes and how they change the meaning of a word. | To add prefixes to the start of words eg. dis-, de-, mis-, over- and re-. | |
| | | To be able to use dictionaries to check the spelling and meaning of words. | Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. | To understand what a dictionary is and how it works. |
| | | To know how to spell many of Year 5/6 words. | | |

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| | | | To be able to spell many of the Year 5/6 words correctly within their independent writing. | To understand that some words need to just be learnt. |
| | To be able to transcribe information clearly. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | To be able to independently punctuate sentences correctly spelling words accurately. | To understand which punctuation marks are needed within a sentence and how to form them.<br><br>Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year groups previous to theirs. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children know how to form their letters correctly in the cursive style.<br><br>Children know how to write neatly in pencil and pen. | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br><br>Children can choose the writing implement that is best suited for a task eg. pencil, pen and write neatly using their chosen implement. | To understand that capital letters are not joined. To understand the positioning of ascenders and descenders.<br>Children can interpret contexts to ensure they are using the most appropriate implement for the task eg. using a pencil to write during art lessons. |
| | To be able to plan writing effectively. | Children know how to note initial ideas, drawing on reading and research where necessary | To be able to identify key parts in a text or of an idea.<br><br>To use a range of media eg. books internet to gather research and ideas. | Children need to understand that the internet/ texts can provide information to support their learning. |
| | To be able to draft writing effectively. | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages.<br><br>To be able to use cohesive devices which incorporate; time, cause and | Children understand the spelling, vocab and grammar rules taught throughout their education.<br><br>Children know how to pace their writing and |

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| | | Using a wide range of devices to build cohesion within and across paragraphs.<br><br>Using further organisational and presentational devices to structure text and to guide the reader | effect, clarifying, emphasis, contrast and compare, exceptions.<br><br>Children can add different features such as headings, sub-headings, bullet points etc. | understand that cohesive devices will link their ideas and make their writing flow.<br>Children understand that there are different genres and text types which will impact the organisational and presentational devices required for their work. |
| | To be able to edit writing effectively. | To be able to assess the effectiveness of their own and others' writing.<br><br>To know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.<br><br>To know how to use the consistent and correct use of tense throughout a piece of writing. | Children can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.<br><br>Children are able to proofread their work for spelling and punctuation errors. | Children need to understand the range of grammar, punctuation and spelling rules taught throughout KS1 and KS2 so they are able to notice and edit them within their work.<br>Children know which tense is required for their work and how this impacts their grammar and spelling. |
| | To be able to perform/ read aloud their writing to others. | Children know the different skills required to perform/ read aloud their work to others. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Children to understand that the way they speak/ read aloud their work depends on their audience and the context in which they are doing it. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. | To write informal and formal texts choosing vocabulary carefully (eg. said vs reported, alleged, or claimed in formal speech or writing).<br><br>To use a thesaurus to develop and improve vocabulary choice. | Children need to have experiences of informal and formal texts so they are able to transfer this knowledge to their own work.<br>To understand what a thesaurus is and how it works. |

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| | | | Using expanded noun phrases to convey complicated information concisely.<br><br>Using modal verbs or adverbs to indicate degrees of possibility. | Children need to understand the range of grammar skills taught throughout KS1 and KS2 so they know how to edit words to ensure the correct word endings are added to the right context etc. |
| | To understand how to structure sentences. | To know how to use the perfect form of verbs to mark relationships of time and cause.<br><br>To know how to use relative clauses.<br><br>To know how to indicate degrees of possibility using modal verbs or adverbs.<br><br>Children know how to convert nouns or adjectives into verbs. | To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.<br><br>To use modal verbs (eg. might, should, will, must) and adverbs (eg. perhaps, surely). | Children need to understand what relative clauses, pronouns, modal verbs and adverbs are. |
| | To understand how to structure texts. | To know how different SPAG rules impact their writing and how it is structured. | Children can use devices to build cohesion, including adverbials of time, place and number.<br><br>Children can link ideas across paragraphs using adverbials of time eg. later, place eg. nearby and number eg. secondly. | Children need to understand the following terminology: cohesion, adverbials, paragraphs. |
| | To be able to punctuate writing. | To understand all punctuation marks taught within KS1 and KS2 so far. | **Children can indicate possession by using the possessive apostrophe with singular and plural nouns.** | **Children understand a possessive apostrophe can go before/ after an 's' depending on the spelling pattern of the word or whether it is a plural or singular noun.** |

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| | | | Children can use commas to clarify meaning or avoid ambiguity in writing.<br><br>Children can use brackets, dashes or commas to indicate parenthesis. | Children understand commas, brackets, dashes and parenthesis. |
| | To understand a range of grammatical terminology. | To understand the different terminology used to refer to grammar and words throughout KS1 and KS2. | Understand the following vocabulary and be able to use them within their independent work: *modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*, determiner. | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |

Year 6

| Subject: Writing | Overview and goals | Knowledge (What is known) | Skills (How) | Concepts |
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| **Year 6** | To have good phonic knowledge and be able to spell words accurately | Spell some words with 'silent' letters | To learn how to spell words with silent letters and ***know*** how to spell them. | To understand what silent letters are and that they can't be heard when sounding out words to write. |
| | | Continue to distinguish between homophones and other words which are often confused. | To choose the correct spelling for different homophones. | To understand that there are words that sound the same but have different meanings. To understand that they are usually spelt differently too. |
| | | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. | To spell specific word parts using knowledge of morphology and etymology eg. sign: signal, design, signature. | To understand that parts of words have different meanings and that these are connected across a range of words. |

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| | To understand different spelling rules. | Use further prefixes and suffixes and understand the guidance for adding them.<br><br>To be able to use dictionaries to check the spelling and meaning of words.<br><br>To know how to spell the majority of Year 5/6 words. | To be able to spell words with the following suffixes correctly: –cious or –tious, –cial or –tial,–ant, –ance/–ancy, –ant, –ance/–ancy, –ent, –ence/–ency, –able and –ible, –ably/ –ibly, –fer<br><br>**Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.**<br><br>To be able to spell the Year 5/6 words correctly within their independent writing. | To understand what a prefix and suffix is and when different variations are used. To also understand that there are some exceptions that don't follow the rules. To understand what a dictionary is and how it works.<br><br>To understand that some words need to just be learnt. |
| | To be able to transcribe information clearly. | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | To be able to independently punctuate sentences correctly spelling words accurately. | To understand which punctuation marks are needed within a sentence and how to form them.<br><br>Children need to know the different spelling patterns and the exceptions to them as well as be able to spell the year group words from all year group word lists. |
| | To be able to form letters correctly and have neat, presentable handwriting | Children know how to form their letters correctly in the cursive style.<br><br>Children know how to write neatly in pencil and pen. | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br><br>Children can choose the writing implement that is best suited for a task eg. pencil, pen and write neatly using their chosen implement. | To understand that capital letters are not joined. To understand the positioning of ascenders and descenders.<br><br>Children can interpret contexts to ensure they are using the most appropriate implement for the task eg. using a pencil to write during art lessons. |

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| | To be able to plan writing effectively. | Children know how to note initial ideas, drawing on reading and research where necessary | To be able to identify key parts in a text or of an idea.<br>To use a range of media eg. books internet to gather research and ideas. | Children need to understand that the internet/ texts can provide information to support their learning. |
| | To be able to draft writing effectively. | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.<br><br>Using a wide range of devices to build cohesion within and across paragraphs.<br><br>Using further organisational and presentational devices to structure text and to guide the reader | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.<br>Précising longer passages.<br><br>To be able to use cohesive devices which incorporate; time, cause and effect, clarifying, emphasis, contrast and compare, exceptions.<br><br>Children can add different features such as headings, sub-headings, bullet points etc. | Children understand the spelling, vocab and grammar rules taught throughout their education.<br><br>Children know how to pace their writing and understand that cohesive devices will link their ideas and make their writing flow.<br><br>Children understand that there are different genres and text types which will impact the organisational and presentational devices required for their work. |
| | To be able to edit writing effectively. | To be able to assess the effectiveness of their own and others' writing.<br><br>To know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.<br><br>To know how to use the consistent and correct use of tense throughout a piece of writing. | Children can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.<br><br>Children are able to proofread their work for spelling and punctuation errors. | Children need to understand the range of grammar, punctuation and spelling rules taught throughout KS1 and KS2 so they are able to notice and edit them within their work.<br>Children know which tense is required for their work and how this impacts their grammar and spelling. |

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| | To be able to perform/ read aloud their writing to others. | Children know the different skills required to perform/ read aloud their work to others. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Children to understand that the way they speak/ read aloud their work depends on their audience and the context in which they are doing it. |
| | To have a wide vocabulary and understanding of vocabulary which can be used effectively. | Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. | **To write informal and formal texts choosing vocabulary carefully (eg. said vs reported, alleged, or claimed in formal speech or writing).**<br><br>**To use a thesaurus to develop and improve vocabulary choice.**<br><br>Using expanded noun phrases to convey complicated information concisely.<br><br>**Using modal verbs or adverbs to indicate degrees of possibility.** | Children need to have experiences of informal and formal texts so they are able to transfer this knowledge to their own work.<br>To understand what a thesaurus is and how it works.<br>Children need to understand the range of grammar skills taught throughout KS1 and KS2 so they know how to edit words to ensure the correct word endings are added to the right context etc. |
| | To understand how to structure sentences. | **To know how to use the perfect form of verbs to mark relationships of time and cause.**<br><br>**To know how to indicate degrees of possibility using modal verbs or adverbs.**<br><br>**Children know how to convert nouns or adjectives into verbs.**<br><br>Children know the difference between SPAG structures typical of informal speech and structures | **To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.**<br><br>**To use modal verbs (eg. might, should, will, must) and adverbs (eg. perhaps, surely).**<br><br>Children can use the passive voice to affect the presentation of information in a sentence.<br><br>Expanded noun phrases to convey complicated information | **Children need to understand what pronouns, modal verbs and adverbs are.**<br><br>Children understand what formal and informal mean and that the register changes based on the audience. |

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| | | appropriate for formal speech and writing. | conscisely eg. the fact that it was raining meant the end of sports day.<br><br>Children can use question tags, eg. he's your friend, isn't he?) or the use of the subjunctive in some very formal writing and speech. | |
| | To understand how to structure texts. | **To know how different SPAG rules impact their writing and how it is structured.** | **Children can use devices to build cohesion, including adverbials of time, place and number.**<br><br>**Children can link ideas across paragraphs using adverbials of time eg. later, place eg. nearby and number eg. secondly.**<br>Using passive verbs to affect the presentation of information in a sentence<br><br>Using the perfect form of verbs to mark relationships of time and cause.<br><br>Synonyms & Antonyms.<br><br>Linking ideas across paragraphs using a wider range of cohesive devices such as grammatical connections (eg. the use of adverbials- on the other hand, in contrast, as a consequence etc.) or semantic cohesion (repetition of words and phrases)<br><br>Use of ellipsis.<br><br>Layout devices such as headings, sub headings, columns, bullets or tables to structure a text. | **Children need to understand the following terminology: cohesion, adverbials, paragraphs.**<br><br>To understand differences in informal and formal language and when each one is required.<br><br>To understand that different text types have different features and layouts. |

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| | To be able to punctuate writing. | To understand all punctuation marks taught within KS1 and KS2. | **Children can use and punctuate direct speech including punctuation within and surrounding inverted commas.**<br><br>Using hyphens to avoid ambiguity eg. man eating shark vs man-eating shark.<br><br>Using semicolons, colons or dashes to mark boundaries between independent clauses.<br><br>Using a colon to introduce a list.<br>Punctuating bullet points consistently | To understand how to form different punctuation marks and when they are needed within their writing. |
| | To understand a range of grammatical terminology. | To understand the different terminology used to refer to grammar and words throughout KS1 and KS2. | Understand the following vocabulary and be able to use them within their independent work:<br>*modal verb, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, determiner, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.* | Children to understand the different terminology and have been given opportunities to discuss/ use them in their reading and writing to embed their knowledge. |